



# Mount Ommaney Special School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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## School Overview

Mount Ommaney Special school opened in 1992 and provides an educational service for students with an intellectual disability and secondary impairments including vision, hearing, physical and Autistic Spectrum Disorders from birth through to their graduation from formal schooling. Our school hosts the Mount Ommaney Special School Early Childhood and Development Program which caters for children not yet at compulsory school age who meet the criteria for attendance.

Our award winning educational approaches are student centered and based on research and evidence- based pedagogies. We pride ourselves on having a safe, supportive and least restrictive school environment that has high expectations for all students. Our school community is welcoming and inclusive and values the input of all. Teachers and teacher aides work collaboratively with families as well as therapists, nurses, community and external organisations to provide high quality programs in a safe, and supportive learning environment.

Our vision is: to provide engaging, differentiated curriculum and innovative, specialised teaching in partnership with families and the community in a safe, supportive environment.

Our core values include:

- ✓ All learners are engaged in fun, challenging, meaningful and individualised learning experiences that promote and celebrate success
- ✓ Quality teaching occurs within inclusive, safe, supportive and engaging environments using evidence based practices
- ✓ Data collection and analysis guides our teaching practices and informs decision making to improve student outcomes
- ✓ A collaborative culture of professional sharing that values feedback, coaching and mentoring
- ✓ Collaborative partnerships within the school and wider community are based on the principles of trust, empathy, respect, appreciation and communication

# Principal's Foreword

## Introduction

This annual report aims to share information and data of the school's progress in 2017 as well as key areas for improvement in 2018. This report also outlines staff and family opinion survey data as well as information about curriculum offerings, staffing profiles and student class size information.

We invite families, business partners and members of the wider community to view our website and Facebook page which showcases our school community and student achievements. Please also contact the school directly if you would like further information.

## School Progress towards its goals in 2017

Mount Ommaney Special School staff and families worked collaboratively to achieve some wonderful outcomes in 2017 that were detailed in the school's Annual Implementation Plan, highlights included:

- ✓ Consistent implementation of the Australian Curriculum by all teachers for all students
- ✓ Introduction of Certificate 1 in Active Volunteering and the creation of simulated work environments for senior students
- ✓ Development and implementation of student case management and intervention support
- ✓ Implementation of Parents as Partners project – Intensive Interaction  
Further development of staff capability with Intensive Interaction through modelling, moderation and participation in a community of practice
- ✓ Development of staff understanding of a Balanced Literacy approach through coaching, modelling and in-house professional development
- ✓ Immersion of students in Aided Language Stimulation across the school campus
- ✓ Provision of family support in the use of Alternate and Augmentative Communication and decision making

## Future Outlook

The below school improvement priorities support the work that was achieved in 2017. As a school community we are excited about our school improvement agenda for 2018 and we look forward to celebrating the successes of our students.

### **Improvement priority: Quality Curriculum Quality Learning Outcomes**

#### **Strategy: Consistent implementation of Whole School Curriculum, Assessment and Reporting Plan**

Actions	Targets	Timelines
Target professional development for staff to build their knowledge of the Australian Curriculum literacy learning continuum	100%	Ongoing
Target professional development for staff to build their knowledge of the Australian Curriculum within Numeracy 1A and mathematics	100%	Ongoing
Develop teacher consistency in planning and differentiation through collaborative planning within sectors	100%	Each semester
Implement an inter-programming model for students in the Senior School with an explicit focus on post school transition planning	All senior students	Ongoing

#### **Strategy: Support all students to access learning**

Actions	Targets	Timelines
Utilise the Differentiation Tool for all students to inform the precise adjustments required to access the curriculum and demonstrate their learning	Teachers	Term 1 Term 3
Utilise the Alternate Pencil SETT Framework for decision making for all students	Teachers	Ongoing
Track student progress in literacy and communication development through data collection and analysis, moderation and the use of data walls	100%	Ongoing
Utilise <i>Communication Rubric for Special Education Settings</i> to develop whole school and class approaches to improving student outcomes	100%	Term 2 Term 4
Increase the number of students who have a comprehensive and individualised communication system available to them	Identified students	Ongoing
Continue to implement Collaborative Inquiry and Case Management processes to support early and ongoing intervention (Lyn Sharratt – Parameter 1, 5, 6,11 &14)	Identified students	Term 2 Term 4 As requested
Immerse students in Aided language Stimulation across the school campus	All students	Ongoing

### **Improvement priority: School wide Positive Behaviour Support**

**Strategy: School wide approach to positive behaviour support**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>
Provide staff training in Management of Actual or Potential Aggression (MAPA)	100%	Term 1
Utilise the Cycle of Inquiry to scan and review current school practices and behaviour support systems	All students	Term 1
Analyse student incident data from 2017 to identify challenges of practice across the school campus	100%	Term 1
Research evidence based approaches to address challenges of practice	All staff	Term 2
Develop a systematic process for implementing Positive Behaviour Support across the school campus in consultation with families and the school community	Staff Families	Ongoing

### **Improvement priority: Staff wellbeing and capability development**

**Strategy: Develop a pipeline of a support for staff wellbeing and capability development**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>
Develop and implement a structured induction and mentoring program	All Staff	Ongoing
Develop agreed structures to support a pipeline of leadership capability development including scholarship opportunities	Identified staff	Ongoing
Develop and implement Learning Walks and Talks to improve pedagogical practices against professional standards and MOSS "Look Fors"	100% Teachers	Ongoing
Support staff use of Pragmatic Organisation Dynamic Display (PODD) across the school campus and provide professional development in Augmentative Alternative Communication (ACC)	Teachers Teacher Aides	Ongoing
Develop deep level professional learning and collective capacity-building through coaching in: Term 1: Shared Reading (CAP) and Comprehension Term 2: Working with Words – Phonological Awareness Term 3: Shared Reading (CAP) and Comprehension Term 4: Working with Words – Phonological Awareness	Teachers	Ongoing
Support staff capability in the explicit teaching of mathematics including support for planning	Teachers Teacher Aides	Ongoing
Continue to develop staff capability with Intensive Interaction through modelling, moderation, use of video evidence and participation in a community of practice	Teachers Teacher Aides	Ongoing
Utilise the DET Staff Wellbeing Framework to develop a MOSS Staff Wellbeing Action Plan	All staff	Term 1
Implement, review and refine actions outlined in MOSS Staff Wellbeing Action Plan	All staff	Ongoing
Develop and implement processes that encourage and promote opportunities for staff to share their opinions whilst respecting MOSS norms	All staff	Ongoing

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Early Childhood - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	75	34	41	4	99%
<b>2016</b>	81	33	48	3	96%
<b>2017</b>	86	33	53	3	98%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

At Mount Ommaney Special School students come from a wide catchment area well beyond the Centenary suburbs. All school aged students have a verified intellectual disability with many students having additional physical or sensory impairments. Some of our students also have highly specialised medical and health needs that require specialised care whilst at school. Our students are unique and have diverse needs which are supported in a highly adaptive and inclusive school environment that aims to celebrate the success of each individual. The school also hosts an Early Childhood Development Program (ECDP) for babies and children who are not yet of compulsory school age but have a suspected disability.

Annual enrolment at our school has continued to grow steadily since 2012.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	5	6	6
Year 4 – Year 6	5	6	6
Year 7 – Year 10	5	6	6
Year 11 – Year 12	5	5	5

## Curriculum Delivery

### Our Approach to Curriculum Delivery

At Mount Ommaney Special School all teachers use the Australian Curriculum (V8) to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students.

- ✓ Students from Prep to Year 10 are taught and assessed in the areas of English, Mathematics, Science, Health and Physical Education, The Arts and HASS, in alignment with version 8 of the Australian Curriculum.
- ✓ Students from Prep to Year 10 have an Individual Curriculum Plan (ICP) that is negotiated with parents and care givers.
- ✓ Students in Year 10 have a Senior Education and Training Plan prepared by the end of this transition year. This plan is developed using the Guidelines for Individual Learning.
- ✓ Senior secondary students, Years 10-12, are taught and assessed through the Guideline for Individual Learning (GIL).
- ✓ Mt Ommaney Special School offers a 'Certificate One in Active Volunteering (CHC14015)'. This course is offered over a three year period to students in year 10, 11 and 12.
- ✓ Mount Ommaney Special School offers P.A.T.H (Planning Alternative Tomorrows with Hope) to families at the end of year nine for their student. It is used as a transitional planning document for senior schooling
- ✓ The school has scheduled data capture in the areas of students' literacy, communication, numeracy, general development, detailed clearly in the MOSS Data Collection Plans. Data is collected for four purposes – informing planning for personalised learning, assessing and tracking students' learning, formal reporting and informal evaluation of teaching.
- ✓ Our Whole School Curriculum, Assessment and Reporting Plan 2016-2020 aligns with State Schools Stages of schooling and version 8 of the Australian Curriculum. The plan is explicit, coherent and sequenced ensuring teaching and learning expectations are clear across all year levels.
- ✓ The school's Pedagogical Framework is based on the Dimensions of Teaching and Learning. The Pedagogical Framework outlines the structures and processes that support curriculum implementation and teaching and learning.
- ✓ Teachers participate in Intra-school moderation for Numeracy and Literacy four times a year. This process enables a shared understanding between teachers at Mount Ommaney Special School about what is being assessed, why, and to what level of achievement
- ✓ Teachers have the opportunity to participate in inter-school moderation twice a year between local cluster primary schools. This process involves teachers from Centenary Learning Alliance State Schools (CLASS) working together to give collective advice on teachers' assessment decision for students whose curriculum access point is Prep and above in Maths and English.
- ✓ Assessment processes are aligned with Mount Ommaney Special Schools, 'Whole School Curriculum, Assessment and Reporting Plan' and the Department of Education and Training (DET) 'P-12 Curriculum Assessment and Reporting Framework'.
- ✓ All students have personalised learning goals that are negotiated with families. These goals aim to support the personal development of students and include areas such as personal independence, communication, self-care and self-management

## How Information and Communication Technologies are used to Assist Learning

A range of ICTs are used at Mount Ommaney Special School to support students to access the Australian Curriculum and Guideline to Individual Learning and encourage student engagement. These include:

- ✓ Speech Generating Devices (SGD)
- ✓ Eye gaze technology
- ✓ Interactive Whiteboards
- ✓ iPads
- ✓ Touch screens
- ✓ Switches
- ✓ Range of adapted hardware and software

## Co-curricular Activities

### P-12 Co-curricular activities

- ✓ The school has an indoor heated pool which enables students to participate in swimming and hydrotherapy programs all year round.
- ✓ Cycle program with a fleet of modified cycles allowing all students to be included.
- ✓ Multi-sensory programs are delivered in the school's Multi-sensory Room.
- ✓ Horse riding for the disabled is also offered to some students on a rotational basis.
- ✓ Inter-special school sporting activities e.g. tennis, soccer, Darling Point fun run
- ✓ Sporting school initiative – partnership with Brisbane Boys College

### Senior School co-curricular activities years 10 – 12

- ✓ Homemaker Centre – newspaper delivery
- ✓ E-Waste Recycling
- ✓ Enterprise programs including Coffee Shop, Dog Biscuits and Op Shop

## Social Climate

### Overview

Mount Ommaney Special School is a place where every child, parent and staff member is valued and diversity is celebrated. The school provides a positive learning environment for all students during all 'on' campus and community-based curriculum offerings. The School Chaplain provides support to parents, students and staff of the school.

Parents and families are invited to join our fortnightly *My Time* Program, a regular networking opportunity for parents to share knowledge and support strategies. The school is fortunate to employ an *Education Program Officer* who supports a Volunteer Program and seeks and maintains links with community organisations and businesses.

The school has developed and implemented an award winning Parent and Community Engagement strategy and plan which is based on the premise that partnering with families and community will ensure we are best equipped to meet the needs of our students. Our communication strategy is flexible and diverse and includes face- to- face meetings, communication books, the use of SMS, weekly emails of community events/services, fortnightly Keeping in Touch with Families, newsletters and the use of social media. Whilst it is acknowledged not all families have access to Facebook this forum has provided us with the opportunity to celebrate student achievements in “real time”.

Students at Mount Ommaney Special School are also nominated for *Student of the Week Awards* by their teachers and other staff. These awards recognise achievements in areas such as Personal and Social Capability, Critical and Creative Thinking and Literacy and Communication. Awards are presented and celebrated at the whole school Assembly each fortnight and copies are sent home with the student. A list of the award recipients are also published in our school newsletter and as positive behaviour records on Oneschool. Photos of award recipients are showcased in the office foyer across the year.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	93%	77%
this is a good school (S2035)	93%	93%	92%
their child likes being at this school* (S2001)	93%	100%	100%
their child feels safe at this school* (S2002)	93%	100%	92%
their child's learning needs are being met at this school* (S2003)	93%	100%	85%
their child is making good progress at this school* (S2004)	93%	87%	85%
teachers at this school expect their child to do his or her best* (S2005)	93%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	100%
teachers at this school motivate their child to learn* (S2007)	93%	93%	100%
teachers at this school treat students fairly* (S2008)	93%	93%	92%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	93%	100%	92%
this school takes parents' opinions seriously* (S2011)	93%	100%	85%
student behaviour is well managed at this school* (S2012)	93%	93%	92%
this school looks for ways to improve* (S2013)	93%	93%	85%
this school is well maintained* (S2014)	93%	93%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			
their school gives them opportunities to do interesting things* (S2047)			

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	92%	90%
they feel that their school is a safe place in which to work (S2070)	95%	88%	87%
they receive useful feedback about their work at their school (S2071)	81%	83%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	80%	100%
students are encouraged to do their best at their school (S2072)	95%	88%	95%
students are treated fairly at their school (S2073)	95%	90%	92%
student behaviour is well managed at their school (S2074)	97%	86%	74%
staff are well supported at their school (S2075)	76%	73%	69%
their school takes staff opinions seriously (S2076)	78%	66%	76%
their school looks for ways to improve (S2077)	97%	90%	92%
their school is well maintained (S2078)	89%	88%	90%
their school gives them opportunities to do interesting things (S2079)	89%	81%	79%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

The school acknowledges that learning happens everywhere, not just at school. Children spend the majority of their time at home and in the community. They learn from watching others around them, participating in sports and hobbies and through play. Families are there for the whole journey and know their children better than anyone else. We focus on building genuine learning partnerships with families, combining their in-depth knowledge of their children with the professional expertise of the school and teachers.

To support this the school has an active Parent and Community Engagement working committee which is chaired by the school's Education Program Officer. The committee has developed a Parent & Community Engagement Framework and Action Plan. The Action Plan identifies opportunities for families and community members to engage with the school and to support learning at home focusing specifically on:

- ✓ Communication
- ✓ Learning Partnerships
- ✓ Community Collaboration
- ✓ Decision-making, and
- ✓ Participation

The school provides a supportive environment for students, their families and staff. Parents are acknowledged as key stakeholders in their child's education. The collaborative development of Individual Curriculum Plans, Personalised Learning Plans, health management, behaviour support and Senior Education Training Plans ensures that parents are highly involved in decision making processes.

The school has a regular "My Time" parent program in place. Parents meet regularly for information (e.g. Literacy, NDIS) and sharing sessions. The agenda is set by parents who are supported with a facilitator and child supervision is provided for siblings.

Additionally, the school Chaplain plays an integral role in providing direct support to all parents, from playgroup to senior school, and encouraging their participation in school activities.

Parents and community members are also provided with opportunities to participate in the decision-making processes of the school through the P&C Association. The school adopts a three tiered communication protocol to enhance communication with families and the community. The main avenues for communication include: face to face, school newsletters, SMS service, weekly family information bulletins, school signage and Facebook. It is also, through these forums that we celebrate student success and achievements and we celebrate and thank our family and community partners.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The 2018 Responsible Behaviour Plan for students highlights "We can all be respectful" as one of the three school rules that is taught and that promotes high standards of responsible behaviour across the campus. Its *Schoolwide Expectations Teaching Matrix* outlines situations where awareness of and respect for the needs of others is prioritised.

The school has prioritized resources and strategies that provide, model and respond to developing communication skills around managing oneself and others. Students are being supported to recognise, react and report their own safety, as well as the safety of others, through sequenced "Health" units in HPE units (Middle Years and Junior Secondary in Semester One and Early Years in Semester Two, 2017).

Shared playground times are daily opportunities for students to develop their understanding and skills for managing differences of opinion, sharing equipment and space and resolving possible conflicts appropriately without violence.

In Semester One, the campus began the implementation of a formalized 3 year Positive *Behaviour for Learning* framework where appropriate, respectful and healthy relationships is foundational.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

A collaborative strategy between the school's contract transport provider has been developed to reduce carbon omissions created by the buses that provided daily transport to students. The school recycles, paper, glass and cardboard across the campus. Staff are encouraged to minimise printing emails and multiple copies of documents. The use of secure printing has significantly reduced the amount of unwanted printing. Staff also car-pool where possible when attending events off campus.

During 2017, water consumption rose significantly. This was due to a major underground water leak which was identified and rectified.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	290,087	4,605
2015-2016	330,780	1,917
2016-2017	1,497,021	6,839

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:  
 Government  
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	35	53	0
Full-time Equivalents	28	33	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	6
Bachelor degree	36
Diploma	6
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$46 989

The major professional development initiatives are as follows:

#### School based professional development led by staff included:

- ✓ Australian Curriculum – General Capabilities and achievement standards
- ✓ Pedagogical Framework – revision of and discussion
- ✓ Whole School Curriculum Assessment and Reporting
- ✓ Data Plan – use of data collection tools
- ✓ Positive Behaviour support
- ✓ Mentoring beginning and new teachers
- ✓ Literacy coaching
- ✓ PODD training
- ✓ Intensive Interaction coaching and mentoring
- ✓ Specialised Health procedure training
- ✓ Mandated/systemic training e.g. Code of Conduct and Student Protection

#### External professional development included:

- ✓ Putting Faces on the Date – Dr Lyn Sharratt
- ✓ Balanced Literacy – Jane Farrall (External Consultant)
- ✓ Augmentative and Alternative Communication
- ✓ Beginning Teachers' Conference
- ✓ Queensland Association of Special Education Leaders Conference
- ✓ Early Childhood Intervention Association Conference

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	86%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	68%	91%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Special schools was 88%.

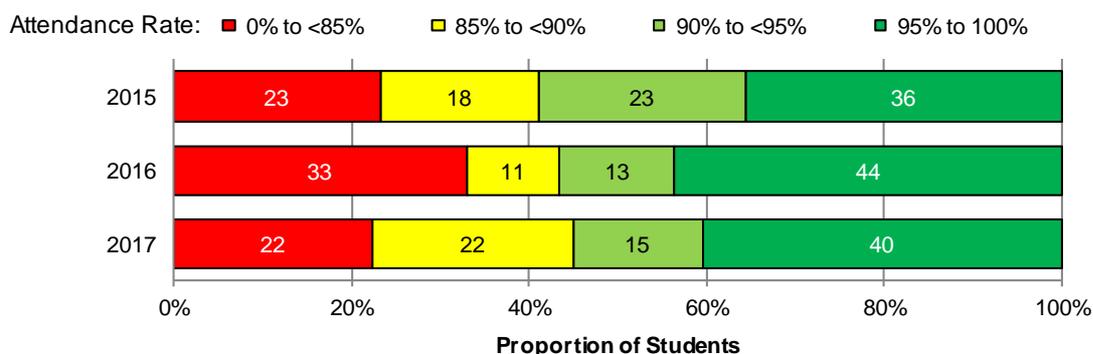
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	81%	88%	91%	86%	DW	97%	77%	90%	86%	92%	83%	95%
2016	92%	82%	77%	92%	93%	85%	89%	90%	70%	91%	DW	89%	92%
2017	89%	93%	92%	86%	94%	92%	83%	85%	97%	78%	97%	DW	90%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The school has a designated absentee phone line and SMS service. Parents are encouraged to telephone to leave a message.

advising the school of student absences with an explanation. If students are absent without notification parents are contacted on the morning of absence in accordance with same day absence notification.

It is understood that in some cases, the child's medical conditions limit the ability to attend school regularly. It is important that the school community recognises that student health can be compromised by minor childhood illnesses. The school philosophy is to work closely with families. At times individual case meetings are held to support student attendance.

Class rolls are marked daily. All parents/caregivers who remove a student from the school during the day must do so through the administration office. The afternoon roll is marked on departure. Parents sign in and sign out their children at the ECDP. These records are later entered electronically by administration staff of the ECDP.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	3	5	5
Number of students awarded a Queensland Certificate of Individual Achievement.	3	5	5
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	0%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

Years	Number of students in each band for OP 1 - 25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	0	0	0	0
2016	0	0	0	0	0
2017	0	0	0	0	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	0	0	0
2016	0	0	0
2017	0	0	0

As at 14th February 2018. The above values exclude VISA students.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.			233%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.mtomanespecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### **Early leavers information**

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

There were no early leavers in 2017.